DOCUMENT RESUME

ED 368 927 CE 066 186

AUTHOR	Cervero, Ronald M.; Wilson, Arthur L.
TITLE	Planning Responsibly for Adult Education. A Guide to Negotiating Power and Interests. Jossey-Bass Higher and Adult Education Series.
REPORT NO	ISBN-1-55542-628-X
PUB DATE	94
NOTE	208p.
AVAILABLE FROM	Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310 ($29.95).
PUB TYPE	Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Adult Education; *Adult Programs; *Educational Planning; Models; *Participative Decision Making; Power Structure; *Program Development; Social Environment; Student Participation; Student School Relationship; Teacher Student Relationship
IDENTIFIERS	*Negotiation Processes

ABSTRACT

This practical guide to the process of planning educational programs for adults explains the key challenges of planning in the real world of conflicting interests and power relations. Part 1 draws attention to the importance of program planning practice in adult education (Chapter 1) and offers a model of what adult educators actually do when planning programs (Chapter 2). Chapter 2 also reviews three other models of planning and shows how the book's model further develops important elements of all three. Three chapters in Part 2 show how three educational programs were actually constructed in three different types of organizational settings: a business (Chapter 3), a higher education institution (Chapter 4), and a social action agency (Chapter 5). Each case consists of an introduction to the planners and their organizational contexts, an analysis of the interests under negotiation, and a final section showing how negotiation about the interests directly produced the actual program and affected its purposes, audience, content, and format. Part 3 offers an approach to planning in which educators have a clear understanding of the social context, power relationships, and interests through which the program is being constructed (Chapter 6), a commitment to involve in the planning the people who have a legislative interest in the program (Chapter 7), and a repertoire of technical, political, and ethical understanding to negotiate responsibly when constructing the program (Chapter 8). The last chapter discusses understanding planning as a social practice. Appendixes include 122 references and an index. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****